

# THE KEPNERandFOURIE® DIGITAL LEARNING PACKAGE

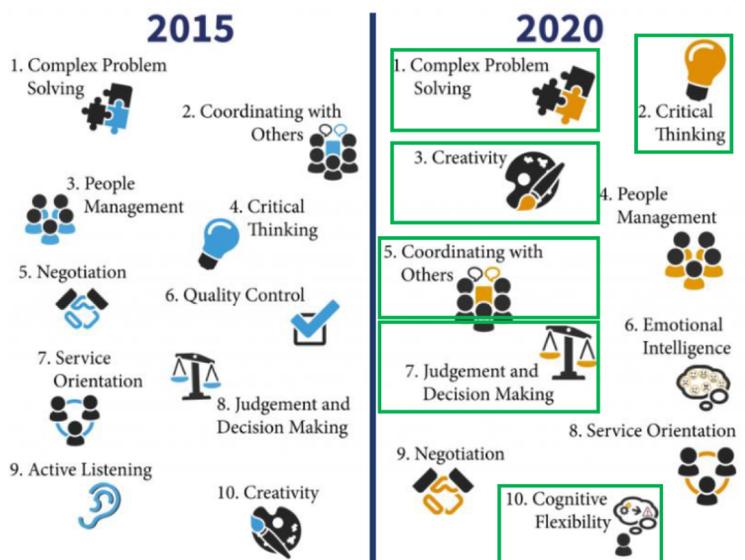
## INTRODUCTION

Learning and Development practices have changed drastically over the last few years and are being forged by continually evolving work practices. Apart from benefitting from a well-designed blended learning approach it has also become apparent that businesses just cannot afford to lose productive working days of their scarce and expensive resources. Continuous learning has become the responsibility of the learner and often the new learning needs to be accessed at their lowest productive times. This could be during a break between projects, while travelling or even at home in their own time.

## MOTIVATION

The motivation is clear. If you want to “promote” yourself in your career you need to arrange for the development of your own knowledge and skills in your own time. The World Economic Forum has identified the TOP TEN SKILLS that would be needed in the immediate future. Six of these ten skills are a component of learning new problem-solving skills. The message is clear, if you want to “promote” yourself you need to upskill yourself in your own time.

(SOURCE: FUTURE OF JOBS REPORT, WORLD ECONOMIC FORUM)  
TOP 10 SKILLS IMPORTANT IN THE WORKFORCE



## FUNCTIONAL MODEL

Learning problem solving skills through online instruction can be challenging, unless you include and support the initial learning with virtual, face-to-face and on-the-job exercises accompanied by coaching. The KEPNERandFOURIE® approach is comprised of short 5 to 7-minute modules covering the basic skills and encompassing practical learning. Each module is made-up of support materials with practical suggestions and instructions for ongoing continual learning and development.

The learner decides for themselves what they need to learn and how “deep” they need to go? They would have a choice from basic to advanced learning objectives.

The following modules make up the possible menu for learning:

MODULE	PROBLEM SOLVING SKILL	ADVANCED LEARNING MODULES
1. Problem Solving concept	N.A.	None
2. PriorityWise - Thinking on Your Feet	<ul style="list-style-type: none"> <li>Core Issue Analysis</li> <li>Setting Priorities</li> </ul>	2.1. Clarify Issues & Challenges 2.2. Identify Priority Core Issues
3. CauseWise – Restore Functionality	<ul style="list-style-type: none"> <li>Root Cause Analysis</li> <li>Problem Solving</li> </ul>	3.1. Specify & Test Intuitive Approach 3.2. Technical Cause Analysis 3.3. Root Cause Analysis
4. SolutionWise – Max4 Solutions	<ul style="list-style-type: none"> <li>Finding Solutions</li> <li>Decision Making</li> <li>Innovation</li> </ul>	4.1. Creating a Solution 4.2. Making a Choice 4.3. Design a Solution
5. RiskWise – Check Your Thinking	<ul style="list-style-type: none"> <li>Risk Avoidance</li> <li>Mitigation of Risk</li> </ul>	5.1. Risk Assessment 5.2. Risk Avoidance 5.3. Risk Mitigation
6. ThinkingWise	<ul style="list-style-type: none"> <li>Re-Focus Analysis</li> </ul>	None

## BLENDED LEARNING COMPONENTS

We recognize the fact that every learner has a different learning and thinking style, it would be impossible to provide an online approach that would fit all requirements. However, we realize that we can address most learning needs by providing a variety of learning vehicles. The following are some of the services that would be available to each learner who would then be able to create their own learning experience.

1. **Click and Learn** –A series of short 5-7-minute animated video and voice sessions to introduce the basics of a specific problem-solving approach. In this format the individual manages the speed and availability of their learning. These “Click and Learn” modules are also available in bite-size chunks on Smart Devices as well as other alternative platforms.



2. **Video Demonstrations** – All the modules delivered in the “Click and Learn” approach are also supported by comprehensive 30 minutes teaching videos. Provision is also made for specific live in-class video interactions be made available on request for individuals that are more suited to work in this kind of environment.

3. **Reading Assignments** – For those learners who prefer to explore the topics on more advanced concepts we provide eBooks and textbooks to further their understanding. These resources help develop each learner further on how to effectively manage situations using these concepts and thinking approaches.
4. **Case Study findings and Lessons Learned** – Another component is the ability to understand the concepts and their application through success stories. These accounts are real client cases with lessons learned and provide the learner with good pointers and guidelines on how to apply the problem-solving processes successfully.

5. **PowerPoint Demonstrations** – PowerPoint presentations have been provided to help learners recap and internalize all learning of every process. The aim of these presentations is to review the use of the templates in combination with the embedded structured questions. The flow of the process is also revisited as this is important to get right during any investigation. Timings are controlled by the learner as they simply click through every slide in their own time.

#### COACHING SUPPORT

- *Supported coaching for individuals on the job while solving problems*
- *External coaching provided by the Consulting Company*



6. **Coaching Support** – KEPNERandFOURIE® has an excellent reputation for the transfer of their methodologies to in-house professionals. We believe that our clients should be self-sufficient when it comes to having all the knowledge and skills to execute benchmark practices. Our support ensures the development of these in-house experts while being available to provide advice on a continual basis. Coaching and support will be made available during the execution of “final projects”.
7. **Simulated Lab Sessions** – Some of our clients prefer to provide their staff with the best skills possible, especially how to execute under time pressure. We help them to develop these skills by arranging cross-functional teams to participate in a live session using our company to drive the case and to provide feedback and coaching to perfect in-house skills.
8. **Final Projects** – An ultimate challenge to get maximum application and the best kick-start to using the new skills is to “engineer final projects”. The way we do this is to arrange with Line Management to look at certain critical areas and then to help the in-house professionals to systematically work through the project. In doing so Management is motivated to support the execution of the learning project.

## FEE STRUCTURE

The aim of the fee structure is to motivate as many people and companies as possible to upskill themselves in Problem Solving and Root Cause Analysis skills.

Imagine your whole workforce being transformed into professional problem solvers. How much money and time this would save? Reducing the number of trial and error actions alone would save millions.

The basic fee per person depends on the package selected. Below is an example of the fee structure. If you want to negotiate a fee structure based on larger groups as indicated please send an email to [mat-thys@kepner-fourie.com](mailto:mat-thys@kepner-fourie.com) to negotiate a bespoke pricing package.

# of Participants	Fee per person	Including Certification
one	\$175.00	\$300.00
2 up to 25	\$160.00	\$280.00
26 up to 50	\$150.00	\$265.00
51 up to 100	\$140.00	\$250.00
101 up to 200	\$135.00	\$240.00
201 up to 400	\$130.00	\$230.00

## CERTIFICATION

The Digital Training Program qualifies participants for one of three professional certificates issued by the Institute for Professional Problem Solvers (IPPS). They are;

1. **Foundation Problem Solver** – This is the foundation certificate in the Institute for Professional Problem Solvers (IPPS) suite. Everyone doing the basic Root Cause Analysis online program would be eligible to write the foundation exam.
2. **Practitioner Problem Solver** - The entry requirement for the Practitioner Certificate would be the Foundation Certificate. In addition the minimum requirements for writing this exam would be to complete all the advance modules, plus submitting certain in-company applications, which require signing off by the appropriate Line Manager.
3. **Master Problem Solver** – The entry requirement for the Master Problem Solver certificate is the Foundation Problem Solver certificate. The additional minimum requirements are the following:
  - a. Participate and successfully complete the KEPNERandFOURIE® facilitator or Train-the-Trainer workshop.
  - b. Submit a Continual Service Improvement (CSI or CI) project with positive results signed off by the relevant Line Manager.



#### INSTITUTE FOR PROFESSIONAL PROBLEM SOLVERS TIERS

- ❖ **TIER 1: Foundation Certificate**
- ❖ **TIER 2: Professional Practitioner**
- ❖ **TIER 3: Master Problem Solver**

## OVERALL BENEFITS TO ORGANIZATION AND STAFF

From our experience and the feedback we have received from individuals and company managers we are confident that professional problem-solving skills will even play a more important role within successful organizations in the future. Systems are becoming more integrated with new equipment, processes and software being introduced at a head-spinning pace. We see the demand that less people are expected to create more with a smaller investment, based on this premise we see the following challenges:

- ❖ Staff are required to “facilitate” problem solving sessions with cross-functional colleagues.
- ❖ Staff are required to know who to collaborate with and how to collaborate with them, using a common suite of tools to reach an agreed objective

We see the following benefits:

1. High levels of confidence for individuals and teams knowing where to start and being ensured of success, because they are using a proven common methodology.
2. Organizations have learned that “Trial & Error’ actions can be very expensive as opposed to using a systematic and structured approach which would eliminate at least 80% of this waste.
3. Facilitate and promote cross-functional and cross time zone initiatives, ensuring a higher quality of data and more effective problem solving.
4. Staff acquiring effective strategies on how to ensure efficient working with quality data through the following practices:
  - a. Appropriate stakeholder analyses – Collaborating with the right people
  - b. Correct information source selection – Asking the right question to the right information sources to ensure the most accurate information is obtained.
  - c. Specificity – Knowing how to ask specific questions to obtain specific quality data
  - d. Using templates and structured questions - Promote visibility to allow others to question data and improve it.
5. Deeper thinking from staff and teams – More efficient working as actions become proactive rather than reactive

## SUMMARY

The bottom line is that any organization can now get their target population trained in a matter of weeks, at a fraction of the usual investment. Adopting this form of approach by using an online skilling option can turn an organization’s staff into highly effective problem-solving team within a very short space of time.